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AUTHOR Schrage, Donald M.
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ABSTRACT

This quinmester course of study for grades seven through nine provides a framework for analyzing election processes in a democracy by investigating democratic societies of the past, and contrasting democracies with totalitarian types of government. Major emphasis is upon analyzing the system of institutionalized political parties, the ever-changing electorate, campaigns, polls, and other factors. The objective of the study is for pupils to become more effective voters and citizens resulting in an improved democratic society. Six units are: 1) The Basis of Democracy: Free Elections; 2) Constitutional Provisions for Elections; 3) Constitutional Changes; 4) The Two Party System; 5) Elections in the United States; 6) Campaigning for Office. A short bibliography is included. Related documents are SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 949 through SO 002 970. (Author/SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE



THE ELECTORAL PROCESS

6470.11
6471.10
6413.10
6412.20

SOCIAL STUDIES

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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Written by Donald N. Schrage

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

**U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: AN ANALYSIS OF PROCEDURES USED IN CHOOSING NATIONAL, STATE AND LOCAL LEADERS. EMPHASIS IS ON THE PUPILS BECOMING MORE EFFECTIVE VOTERS AND CITIZENS BY ANALYZING THE ROLE OF POLITICAL PARTIES, THE ROLE AND HABITS OF THE ELECTORATE, THE PROCESS OF CAMPAIGNING, POLLS AND THEIR POSSIBLE EFFECTS ON ELECTIONS, AND FACTORS OTHER THAN CAMPAIGN ISSUES WHICH MAY INFLUENCE VOTERS.

CLUSTER: Political and Economic Studies
GRADE LEVEL: 7-9
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None (Our Federal Government is recommended.)

COURSE RATIONALE: THE RATIFICATION OF THE 26th AMENDMENT BRINGS THE RIGHT TO VOTE CLOSER TO EACH STUDENT. THIS COURSE IS DESIGNED TO GIVE HIM A DEEPER INSIGHT INTO ALL FACETS OF OUR ELECTORAL PROCESS THUS MAKING THE YOUNG CITIZEN A MORE DISCRIMINATING AND EFFECTIVE VOTER. BETTER PREPARED TO COPE WITH HIS RESPONSIBILITIES IN STRIVING TOWARDS THE CONTINUED IMPROVEMENT OF OUR DEMOCRATIC SOCIETY.

COURSE GOALS:

1. STUDENTS WILL CONTRAST TODAY'S U.S. ELECTIONS WITH THOSE OF DEMOCRATIC SOCIETIES IN THE PAST.
2. STUDENTS WILL EXAMINE THE CONSTITUTIONAL PROVISIONS CONCERNING ELECTIONS AND RECOGNIZE REASONS WHY CHANGES WERE BROUGHT ABOUT THROUGH AMENDMENTS.
3. STUDENTS WILL TRACE THE DEVELOPMENT OF THE AMERICAN TWO-PARTY SYSTEM AND EXAMINE ITS VALUE TO OUR ELECTORAL PROCESS.
4. STUDENTS WILL GATHER DATA AND ANALYZE THE MECHANICS OF NATIONAL, STATE AND LOCAL ELECTIONS.
5. STUDENTS WILL DISCUSS CRITICALLY THE VARIOUS ASPECTS OF POLITICAL CAMPAIGNS AND HOW THEY AFFECT THE OUTCOME OF ELECTIONS.
6. STUDENTS WILL GENERALIZE FROM AVAILABLE DATA THE IMPACT OF PERSONAL FACTORS AND EXTRANEOUS VARIABLES ON THE POLITICAL BEHAVIOR OF THE ELECTORATE.

COURSE OUTLINE:

- I. The Basis of Democracy: Free Elections
 - A. Greece and Rome
 - B. England
 - C. American Colonies
 - D. Democracy compared to autocratic types of government
- II. Constitutional Provisions for Elections
 - A. Who shall choose our government?
(Disagreement among our Founding Fathers)
 - B. Qualifications of our nation's elected officials
 - C. The Electoral College
- III. Constitutional Changes
 - A. For the Negro
The right of suffrage: 15th and 24th Amendments
 - B. For women: 19th Amendment
 - C. For youth: 20th Amendment
- IV. The Two Party System
 - A. History and purpose of political parties
 - B. Parties of 17th and 18th century: England
 - C. Early American parties: How the two-party system developed
 - D. Evolution of the Democratic party
 - E. Birth and development of the Republican party
- V. Elections in the United States
 - A. National Elections
 - B. Local Elections
 - C. Run-off Elections
 - D. Primary Elections
 - E. Voter Registration
 - F. Mechanics of Balloting
- VI. Campaigning for Office
 - A. Propaganda Techniques
 - B. Impact of News Media
 - C. Financing
 - D. Effects of Polls and Forecasts
 - E. Qualifications for Leadership
- F. Impact of third parties on the two major parties
- G. Party Organization
 - 1. Representation
 - 2. Leadership
 - 3. Finance
- 1. Personality and Background
- 2. Motives for seeking office

GOAL: STUDENTS WILL CONTRAST TODAY'S U.S. ELECTIONS WITH THOSE OF DEMOCRATIC SOCIETIES OF THE PAST.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. DEMOCRACY IS BASED ON FREE ELECTIONS.	A. Students will describe the basic functions of a democratic government. B. Students will contrast Democracy with autocratic types of government. C. Students will investigate democratic societies of the past.	- Class might begin with a discussion of the meaning of the word "Democracy." With teacher guidance class should arrive at an acceptable definition. - Show film <u>Government</u> (McGraw-Hill) (11'C - Dade #1-00469). - In what way can the "people" conduct a government? - How would you go about setting up a government "by the people" in the classroom? Could you go about it in the same manner in a large city? In a nation? - Can a "representative democracy" (such as ours) be as perfect as a "direct democracy" with a smaller group of people? - List autocratic forms of government(i.e., dictatorship, absolute monarchy, etc.). - Ask pupils to briefly investigate each of these types of government and describe how they function. - In class, make a list of disadvantages as well as possible advantages these types of government may have over democratic types of government. - Explain and discuss how a primitive type of democracy was practiced in early family and village society. - Show filmstrip <u>The Beginning of Democracy and Government</u> (Eye Gate). Ask groups of six to eight pupils to organize a skit illustrating how a village with no formal type of government might assign duties and responsibilities among themselves in a democratic manner.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Discuss democracy in the city-states of ancient Greece and in Rome. 4. Elections can be a peaceful means for change and for the selection of leadership in a democracy. Discuss: a. What alternatives are there to "voting" for important changes? b. Are there alternatives within the democratic process? Ask your students to analyze any suggestions. c. What cases can your students remember where governments have deliberately suspended the process of election (such as Cuba, Viet Nam, etc.). 5. Ask students to list other ways by which leaders have been chosen in primitive societies, and discuss their effectiveness. (Example: The strongest, wisest or one with "special powers") 6. Discuss: a. Can democracy exist in a society that permits slavery? b. Why did our "Founding Fathers" choose to ignore a part of our population (the Slave) while organizing a democratic government? c. What was meant by "social and political equality in the citizen class"---those who considered themselves "born to rule" during classical times as well as in the days the U.S. was emerging as a nation? d. What has caused this concept to change in recent years?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Students will compare present-day U.S. elections with those held in democratic societies of the past.	7. Show filmstrips <u>The Dawn of Democracy in Ancient Greece</u> and <u>The Struggle for Freedom in Ancient Rome</u> (Eye Gate). 8. Assign special reports on how governments functioned in the various Greek city-states such as Athens, Sparta and in the Roman Empire (during various stages of history). Was the "Cradle of Democracy" really democratic? 9. Show filmstrip <u>The Rise of Democracy in England</u> (Eye Gate). 10. Discuss some of the demands American Colonists made on the British government to allow them certain rights in helping to govern the colonies. (Consult any U.S. History text.) a. Who appointed the governors and other colonial officials in each of the 13 colonies? b. What colonies enjoyed the greatest amount of participation in governing themselves? c. Compare the rights the people of England had in selecting a Parliament with those given to the colonists in choosing a legislative body. d. From England's viewpoint, did the colonists have "taxation without representation?" 1. Ask students to compare methods of selecting leaders in historic democracies with elections held in the U.S. today. a. Using the pupil's general knowledge of present-day U.S. elections, ask them to compare elections in older societies with those of today.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Which is more liberal in allowing <u>all</u> the people to participate? c. Which is more selective as to leadership quality? Do strict qualifications for holding an office limit the choice of the people? 2. With the participation of your students, construct a list (on the blackboard or overhead projector) of those modern nations that hold free elections and those that do not permit them. Point out that freedom of elections is often a matter of degree in some countries. a. In what ways can a government "control" elections that are supposed to be a free expression of the people's will? b. Under what conditions could our own nation fall victim to such a practice?

GOAL: STUDENTS WILL EXAMINE THE CONSTITUTIONAL PROVISIONS CONCERNING ELECTIONS AND RECOGNIZE REASONS WHY CHANGES WERE BROUGHT ABOUT THROUGH AMENDMENTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. CONSTITUTIONAL PROVISIONS FOR ELECTIONS	A. Pupils will list all constitutional provisions dealing with elections.	1. If the majority of your students are familiar with the U.S. Constitution from a previous course, ask them to help you recall any parts that have to do with elections. On the blackboard (or overhead projector transparency) outline all the items mentioned by your class. Ask them then to scan through a copy of the Constitution (in their textbook) and add any items they may have missed. 2. Ask your students to read Article 1, Section 2, Paragraph #3. Discuss: a. What group of people were NOT COUNTED AT ALL when the number of original Representatives were appointed? b. Did Indians (therefore) have the privilege of voting? Why were they excluded? Can they vote today? When were they given that right? c. Who is referred to as "other persons" in that paragraph? Why were slaves counted under the 3/5's rule and yet not given any voice in choosing our leaders? d. Do you believe that all people who signed the Constitution were in agreement as to who shall count as a citizen? 3. Select four or five students to serve on a panel group. Ask them to pretend they are the authors of the Constitution trying to determine who shall be able to vote. Ask each to represent a different point of view (involving education, property ownership, age, religion,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	race, citizenship and slave status) as to who shall have the right to vote. Why was the final decision left to each individual state? 1. Assign two student committees to do research report on how a. Alexander Hamilton b. Thomas Jefferson felt about allowing ALL THE PEOPLE to choose their own leaders. 2. Class discussion: a. What, if any, persons or groups do you feel should be excluded from the polls today? Why? b. Who (according to the Constitution) decides on the qualifications of the voter? c. How have some states prevented citizens from participating in elections? (Literacy tests, poll tax, etc.) 1. Using a copy of the Constitution, ask pupils to scan it for qualifications of the President, Vice-President as well as Senators and members of the House of Representatives. 2. Discuss: a. Why are there differences in age qualifications? Do qualifications reflect the importance of the office? b. Should the qualifications for President and Vice-President be the same? Why?	Students will describe differences of opinion (past and present) as to the right to vote. Students will list the Constitutional qualifications of the President, Vice-President, and members of Congress.

D. Students will explain the Electoral College and analyze its effectiveness.

- c. Do you think the provision that the President be native-born is justifiable? Why or why not?
 - d. In the light of the current change in voting age do you think the age qualifications should also be reduced for holding office?
1. Ask students to read Article 2, section 1, paragraph 2 of the Constitution. Read the section in your text dealing with the "Electoral College."
 - a. Who may serve as an elector?
 - b. How is the number of electors determined?
 - c. How are the electors for the State of Florida chosen?
 2. Show the filmstrip "The People's Choice" dealing with the Electoral College.
 3. Discuss:
 - a. What were the original reasons for a College of Electors rather than choosing a President by direct vote?
 - b. Are the original reasons still valid?
 - c. What advantages and disadvantages would a proposed change to a direct vote bring?
 - d. What is the value of another proposal to have electors in each state cast their votes in proportion to the number of popular votes cast rather than as is currently practiced?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. When and how does a presidential election become final? 4. Examine a map showing the number of electoral votes held by each state. a. Would it be possible for a candidate to win the popular vote (a majority) and still lose the election? How? b. Has this ever happened? Can you name some close calls? 5. Most people pay little or no attention to the function of the Electoral College and consider a presidential election final when the various news media announce the "winner." a. Is it possible for the members of the "College" to change their commitment and vote for a different candidate? b. Under what circumstances can an election be "thrown into the House of Representatives?" c. Has this ever happened? 6. Ask students to write a brief composition explaining the functions of the Electoral College and mention some of the disadvantages of the system.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CONSTITUTIONAL CHANGES	E. Students will explain why the right to vote is a concept of Democracy	1. Read and discuss the 15th and 24th Amendments with your class. a. How many years has it taken for ALL of the states to observe the 15th Amendment ratified in 1870? b. What was the purpose of the 24th Amendment written many years later? 2. Discuss how Civil Rights legislation has affected the enforcement of these two amendments. 3. Assign pupils to study the activities, speeches, books and magazine articles (using <u>Reader's Guide</u>) of prominent Civil Rights Leaders since 1964. Book reports, speech excerpts, library reports or other assignments on the subject should be presented to the class. 4. Other pupils may wish to make their own posters, write slogans or make magazine picture collages on the subject of voting rights for all. Display them in your classroom. 1. Show films dealing with the subject of Civil Rights, such as <u>I Have a Dream</u>: <u>The Life of Martin Luther King</u> (35' BW Dade # 1-31704) or the <u>Civil Rights Movement series</u>: <u>Historic Roots</u> (16' BW Dade # 1-13504), <u>Mississippi Summer Project</u> (17' BW Dade # 1-13509), <u>The Personal View</u> (25' BW Dade # 1-31689), <u>The North</u> (23' BW Dade # 1-31699), <u>The South</u> (28' BW Dade # 1-31694). 2. What activities did Civil Rights advocates engage in to achieve their goal? Which of these were most successful? Why?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Read and discuss the 19th Amendment with your class. a. Why were women once excluded from politics? b. What role did industrialization (the Industrial Revolution) play in changing the status of women? c. Since women comprise 53% of the U.S. population, do you feel they have an equal voice in forming policies and making decisions? 4. Discuss early attempts to obtain Women's Suffrage in the U.S. a. Who were the suffragettes? By what methods did they obtain recognition? b. How would you differentiate between today's "Women's Lib" movement and advocates of rights for women early this century? How do their methods and demands compare? c. Compare: Why was it easier for women to get their right to vote (after the law was changed) than for Black people to get their right to vote? 5. Show film <u>Suffragettes Win</u> (Pathe 5'EW Dade #1-00377) 6. Assign a Women's Suffrage demonstration to your girls, complete with speeches, placards and a "cheering section." Others may speak about today's Women's Lib movement. Boys should be allowed a rebuttle after each speech or demonstration.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Read the recently ratified 26th Amendment to the class. 8. Discuss with your class what they would have done were they still trying to attain the vote for 18 year olds. 9. Compare the hypothesis they have formed with what was actually done in the case of the 26th Amendment. (NOTE: Since the passage of the 26th Amendment, the Dade County League of Women Voters has been providing information to high schools on registering and voting.)

GOAL: STUDENTS WILL TRACE THE DEVELOPMENT OF THE U.S. TWO PARTY SYSTEM, AND EXAMINE ITS VALUE TO THE ELECTORAL PROCESS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. THE TWO-PARTY SYSTEM	A. Students will state the purposes of political parties and trace their origin	1. Show filmstrip <u>Political Parties</u> (SVE). 2. Discuss the purpose of political parties with your class. a. Ask students to help explain how a political party brings people together with the same general political ideas. b. Why is it more efficient for large groups working together to put their ideas into action than it is individuals working alone? 3. Political parties go back into ancient history. Even the Bible mentions parties that spilt over religious and political points of view (such as the Pharisees and the Sadducees). a. With the help of your class list a number of political issues of varying importance. These may be original or standard political issues concerning national, local or school politics. b. Invent two political parties based on the two most important issues you have listed. Now try to match the minor issues to each of these parties. c. Try to analyze what you have done. If you have been careful in "matching" your issues to the parties, your class should be able to determine a "trend" or relationship between the issues that you ascribed to each party (such as more conservative to one and progressive to the other). d. From the above activity determine why it is usually not necessary to form a new party for every controversy.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. Students will contrast English political issues with those of the American colonies.	sial issue. One of the existing parties can usually absorb it. 1. Assign library reports on political parties that existed in England during the 17th and 18th centuries. 2. Discuss: a. What was the major issue of each party? b. How do you think these political backgrounds affected the Colonists? Which of the issues that were mentioned might have remained pertinent in the Colonies?
C. Students will gather data on early U.S. political parties.		1. Show filmstrip <u>Origins of the Two-Party System</u>. 2. Briefly explain to your class the points of view of the Federalist and Anti-Federalist parties. a. What was the main issue? b. Since this marked the beginning of the traditional "two-party system," do you feel less important issues were also absorbed by these two groups? c. Which of these parties evolved into the Democratic-Republican party?
D. Students will prepare a brief history of the Democratic Party.		1. Discuss and explain Thomas Jefferson's general political ideas. Read excerpts of his inauguration speech to the class. a. Ask pupils to explain the meaning of the phrase "... the right of people to determine their own destiny."

- b. Jefferson's inauguration speech is often cited as setting forth the principles of the Democratic Party. Are these principles still as vital today as they were then?
- c. What were Jefferson's feelings about the ideas of the opposing Federalist Party regarding:
Special privileges of the rich
Rule by the aristocracy and the wealthy
2. Andrew Jackson is considered the co-founder of the Democratic Party.
 - a. Since the Federalists had all but disappeared, what party now opposed him?
 - b. Where did this party get its name? (Refer back to political parties of 17th century England.)
3. Explain and discuss the Democratic point of view regarding tariffs. How did this affect party affiliation in the North during the years preceding the Civil War? Why?

Until the Eisenhower election the South had traditionally voted Democratic (except when it rejected Al Smith in favor of Republican Herbert Hoover for religious reasons). Why has this pattern changed in recent years?
4. Show filmstrip #4 from the series, Anatomy of U.S. Political Parties (Guidance Associates).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Assign each pupil two to three frames (by number) and ask them to formulate one or two objective questions on the material shown. b. Appoint a committee to select the best of the questions asked and formulate them into a quiz. c. Ask student committee to administer the quiz (after reproducing the necessary number of ditto copies) and grade them. d. Return graded quiz papers to students and allow your committee to lead a discussion in going over the correct answers.
		5. Show filmstrip <u>A Criticism of the American Political Party system (Eye Gate)</u> Ask pupils to make a list outlining the weaknesses described. 6. Show filmstrip <u>A Defense of the Two-Party System (Eye Gate)</u>. Ask pupils to make a list outlining the strengths of the system. 7. Assign an essay to students in which they attempt to balance the strengths and weaknesses of the two-party system. (They may use filmstrip notes.) Ask them to describe (and defend their position) whether they feel the system should remain as it is. 8. Make a list of all the Democratic presidents (also include the first three Democratic-Republicans) and the year in which they began their terms.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. Students will prepare a brief history of the Republican Party	a. In recent years some people have called the Democratic Party the "War Party." Why? Who was the president at the outbreak of the two World Wars and during the Korean and Viet Nam conflict? What were their party affiliations? b. Examine recent voter-registration figures. If there are usually more registered Democrats, how were Presidents Eisenhower and Nixon elected? c. Why is it a healthy indication that people no longer always vote for the candidates of the party to which they belong? 1. Present material to the class as to the time, circumstances and reasons the Republican Party was founded. 2. Discuss: a. Who was the first Republican presidential candidate? Why is he usually credited as the founder of his party? b. The main purpose of this new party was to "save the Republic." How did they plan to go about carrying out their aim and how did this affect the name of the party? c. Make a list of all the Republican presidents and the year during which they began their term of office. d. Democrats were previously mentioned as the "War Party;" Republicans have been called the "Depression Party" because Republican Presidents have served during years of economic decline. Are these fair generalizations?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
F. Students will compare major issues of the Republican and Democratic parties in recent years.	1. Ask students to report briefly on the platforms presented by both major parties during the two recent national elections. 2. Discuss: a. What were the most important points in the Democratic platform? b. What were the most important points in the Republican platform? c. On the basis of a comparison of the two, are some third-party politicians justified in calling them the "Twin Parties?" d. Are party differences today as clear-cut as they were during the days of the Federalists and Anti-Federalists? e. Do you agree with George Washington who said, "There isn't a dime's worth of difference," when he referred to Democratic and Republican parties? 3. Ask students to define and explain the terms "Conservative" and "Liberal." a. Discuss the conservative and liberal factions in each party today. b. Show some similarities between the conservative and liberal and conservative factions in both parties. c. Are predictions justified (in the opinion of your students) that the trend in the U.S. is towards a party re-alignment into Liberal and Conservative parties?	

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	G. Students will analyze the purpose of third parties in the U.S. and the impact they have made on the major parties.	1. Assign students to report on one of the numerous "Third Parties" that have appeared and vanished since Civil War days, as well as the reasons for which they were formed. As each report is given, ask the rest of the class to jot down the purpose of each of the parties reported on. 2. Discuss: a. How many of the aims of these small parties were actually made into laws and government policy? b. Which of the parties did not merit serious consideration and appealed only to the "lunatic fringe?" c. Since the major parties eventually absorbed all worthy ideas, why weren't they the ones to originate them? d. Discuss which ideas advocated by third parties have been most worthy. Which of the parties advocated much important social legislation (that has now been made into law) including Social Security, Unemployment Compensation, Medicare, etc.? e. What third parties exist today. Who were their most recent candidates for the presidency? f. Since no third-party candidate has ever been elected to the presidency since the existence of the Republican and Democratic parties, what purpose do third parties really serve? Discuss. h. Ask pupils to write a brief composition in which they discuss the purpose third parties really serve.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. Students will explain the internal structure and organization of the major political parties.	1. Show filmstrip(with record) <u>The Rise of the Two-Party System</u> (Eye Gate). 2. Explain that efficient organization is of the utmost importance to a party. Draw a diagram illustrating the various party-committees from the National Committee, State Committee, County Committee, City Committee, Ward Committee and Precinct Captains. a. Which of these is most important to direct relationship with the voter? Why? b. Determine the importance of these committees. c. How do people on the various committees get their positions? d. In some cases, committee-men (and women) are not chosen by the voters at election time but by a meeting of party leaders. Explain what a CAUCUS is, describe generally what takes place there and what other decisions are made at a caucus. 3. Call the local Democratic and Republican headquarters and ask for material suitable for a bulletin board. If possible, send a student committee to pick up the material and "be shown around." Be sure to clear the time for your student visit. At the same time, you may also be able to arrange for a guest speaker for your class to discuss the party rather than any individual candidate. a. Make a bulletin board giving equal time to both parties. Avoid campaign material at this time since it will be used later on. If a third party is active at the time, consider some space for it as well.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Ask your student committee to report on their visit to headquarters. c. If you were successful in obtaining a speaker, be sure pupils are prepared with any questions they may wish to ask. Remind your speaker to avoid campaigning for any individual candidate. 4. Ask your class to conduct a survey among their (adult) family and friends as to: a. What party do you support? For what reason? b. Are you a registered voter? c. What party are you REGISTERED with? d. Do you usually vote for the candidates of your party? e. Do you usually contribute money to your party? (In order to make this survey least offensive as far as prying into people's private affairs, dittoed form may help, asking respondent to remain anonymous.) 5. Financial support has been a problem. a. Assign several students to research methods used to finance political parties. b. Recently there has been a proposal that each taxpayer be assessed \$1.00 towards HIS party. Discuss the merits of this suggestion.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE: IF YOUR LIBRARY HAS MAGAZINE FILES DATING BACK TO THE LAST CONVENTION ACTIVITIES SHOULD BE ASSIGNED AS RESEARCH PROJECTS TO YOUR STUDENTS AND EXPLAINED IN CLASS BEFORE ANY DISCUSSION TAKES PLACE.		6. Ask pupils to state their party preference and their reasons for it. Compile a list of the given reasons on the blackboard or overhead projector. With your class, discuss the validity of choosing a party on the basis given. Do adults choose a party for similar reasons? (Refer to second part of question "a." in survey given to adults.) 7. Determine who is usually considered the party leader in the nation. In what instances is leadership questionable or divided between several men? a. Who is the paid executive of each party today? What are his duties? b. Who is usually the leader of his party in the state? In the city? 8. The National Convention of each party is the culmination of four years of preliminary activity before each presidential nomination. They inject enthusiasm and provide initiative to keep the party active and alive during the next four years. a. Show the films <u>Making of a President</u> (Wolper, Part 1 45' BW Dade # 1-40009 and Part 2 40' BW Dade # 1-40010) (The battle for the nominations of Kennedy and Nixon at their respective 1960 conventions.) b. Review the methods by which different candidates were pushed for nomination. c. Examine the value of a party caucus vs. open floor activities. Which (in the opinion of your class) is more successful?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. How do the Parties select delegates to the Convention? e. What is meant by the "commitment" of convention delegates? Do they always "follow through" for the candidate they have been "pledged" to? Why must they sometimes vote for another candidate? What are uncommitted delegations? f. Some delegations adhere to the "unit rule;" explain what it means and what may happen if there is a "split." g. What is the reason for the custom of one state "yielding" the floor to another for the nomination? h. Discuss the meaning of a "Dark Horse" candidate. i. Explain the purpose of a "Favorite Son" candidate. j. Judging from the film they have seen, are "Floor Demonstrations" effective? For what purpose? k. Do you think candidates should be chosen in this fashion? Do you have alternative suggestions? 9. The President's "Running Mate" for the vice-presidency is usually chosen for a specific reason. a. List some of the ways (and reasons why) a V.P. candidate can help his party's "ticket," (such as religion, geography, general popularity, absence of controversy, etc.). b. How are running mates selected? What people do you feel have a voice in their selection? 10. Show filmstrip (with record) <u>The Presidential Sweepstakes.</u>

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THIS CAN BE A LOT OF FUN AND AN EXCELLENT LEARNING EXPERIENCE IF IT IS CAREFULLY PLANNED AND PREPARED. ENLIST THE HELP OF YOUR ART DEPT. FOR POSTER MATERIAL AND MATERIAL TO DECORATE THE "CONVENTION."		11. Stage a miniature mock-convention with one or more of your classes. Appoint delegations from various states (limit the number of 3 or 4 student delegations to the size of your group). Appoint a convention chairman, key-note speaker, etc. With your class arrive at 3 to 4 nationally known figures (not necessarily in politics) as available candidates. Ask each of your "state delegations" to caucus for a candidate. Repeat the roll call of states if you fail to get a majority on the "first ballot." After your candidate is selected (with nominating speeches and floor demonstrations) have them select a suitable V.P. running mate.
		12. The following film is recommended for senior high school though it would seem proper to show it on a junior high school level as a review of this section: <u>The True Story of an Election (Dimension)</u> Part 1 30'C Dade # 1-30037 and Part 2 26'C Dade # 1-30039.

GOAL: STUDENTS WILL GATHER DATA AND ANALYZE THE MECHANICS OF NATIONAL, STATE AND LOCAL ELECTIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
V. ELECTIONS IN THE UNITED STATES.	A. Students will list general data concerning national elections. B. Students will list data concerning local elections.	- Assign that material to your students to be read (in your text book) which deals with national elections. - Ask them to include the following facts in their outline: - During what years are national elections held (and during what intervals)? - What date has been fixed for these elections? - List the offices that the voters choose during these elections. - When do congressional (non-presidential) elections occur? - With the assistance of your pupils list all "local" elected offices you can recall on the blackboard or overhead (acetate). Complete the list by referring to your text or recent copy of the Florida State Handbook. - Separate the list into state, county and city or town offices. - Ask pupils to determine the general duties of each office listed. - Determine the next local election date (in Dade County call the Election Division 377-7501) and what offices will be contested. - Assign your pupils to compile a list with the general duties of each job. - Which of the offices listed require that the candidate be an attorney or have other special qualifications?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. Students will list reasons for holding primary elections.	c. List any personal qualifications that are desirable in candidates for each office. 3. Discuss with your students the procedures that they have been accustomed to in school or classroom elections. a. How is a student usually nominated for school office? b. Who usually does the nominating? c. In a political election, can a friend just nominate someone for office? 4. Appoint a student committee to inquire into the procedure for becoming a candidate on a city, county and state level. Information should be reported back to the group. (Allow your committee to make use of a school phone in order to obtain this information from local election office party headquarters, etc.) 5. Discuss: a. What are qualifying fees? What purpose do they serve? b. Are qualifying fees unfair to some candidates? c. Why do certain offices require a number of signatures representing a percentage of the voters? d. What is the reason for this? 6. Ask students to write a paragraph explaining how a person can become a candidate. 1. Ask your students to read the section on primary elections. 2. Explain what is meant by "party candidate" and by "non-partisan election."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Discuss: a. What is meant by "non-partisan?" (Schoolboard, judges, etc.) b. What are the advantages of a non-partisan election? c. Why could a primary election be called an "elimination election?" 4. Draw a diagram on the board illustrating a sample primary ballot with one row of Democratic nominees and one row of Republican nominees. Have several names for each office for governor, senator, representative, etc. for each party. 5. Explain how voters are permitted to vote for only the primary candidates of the party shown on their voter registration cards. a. Closed Primary States b. Open Primary States 6. Discuss: a. Why does every party select only one candidate for the regular election ballot? b. Do you feel a defeated primary candidate can sincerely back his party's nominee for office? c. How can the backing of a defeated candidate often be an asset? d. What is meant by the party "getting behind their candidate?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Students will identify the reasons for holding a run-off election.	7. Many states have started to hold presidential primaries. Discuss: a. How do direct presidential primaries differ from state or local primary elections? b. How much does it really mean for a presidential candidate to be "nominated" by a primary in a state? c. Representatives to the National Party Conventions (held every four years) are usually elected during a local primary or regular election. How does voting for a "pledged" candidate serve to influence the nomination of a president? 8. Ask pupils to write a paragraph explaining reasons why primary elections are held. 1. Explain the terms "majority" and "plurality" to your class. 2. Discuss: a. Do regulations require a majority or a plurality to consider a candidate elected? b. What happens if no candidate receives 50% of the votes? c. What type of an election is held in such a case? d. Which candidates are selected to participate in a run-off election? 3. In order to illustrate this, ask students to nominate several class members for a make-believe office (such as dog-catcher or trash inspector). a. Did any of the candidates receive a "majority"?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. Students will simulate the process of voter registration.	b. Make a list of the candidates and list the percentage of the votes received by each candidate. c. Hold a run-off election (if necessary); if no run-off is required, hold another election. 4. Ditto a mock-up election return sheet listing a number of candidates for each office and the votes received. a. Each pupil determines the candidates who receive a majority vote (over 50%) and are the winners. b. Pupils also determine the candidates who receive a plurality and will require a run-off with the next highest candidate. 1. Now that the 26th Amendment has been ratified, registration has been moved three years closer to every young American. Discuss: a. Why do so many adults fail to register to vote? b. Ask some of your artistic students to design posters urging people (especially 18 year olds) to register. Display them in your classroom, nearby high school, or community. c. Why is it necessary for voters to register? 2. Ask pupils to read the section in your text dealing with voter registration. a. What information must the registrant provide? b. What "proof of age" must the registrant provide? c. What is the residence requirement?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. What constitutes satisfactory proof of residence? (such as rent receipts, utility bills, etc.) 3. A controversy has recently arisen concerning the residence requirement, especially in national elections. Do you think this is a fair requirement?. Why or why not? 4. From your local newspaper (if it's near an election) or from your office of the Supervisor of Registration obtain and post a precinct map. 5. Each registered voter is provided with an identity card which also includes his party affiliation and precinct number. Ask pupils to find out what voting precinct is nearest to their home. 6. Discuss: a. What procedure should be followed if a voter changes his place of residence? b. Why are registration books at each precinct checked before a voter is allowed to cast his ballot? 7. Have each pupil list on a sheet of paper the questions (and answers) he will need in order to register. 8. Appoint several of your pupils as mock registrars and "register" the rest of your class.
F. Students will be able to describe different methods of voting and list advantages and disadvantages of each.		1. The use of ballots of some type goes back as far as elections. Ancient Greeks used a show of hands in common assemblies. In 139 B.C. "tabellae," i.e. tables listing the candidates names were used. Throughout history balloting of this type was used in many European countries, but the British Colonies were first to use "paper voting" in America.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Show filmstrip <u>The Ballot</u> (SVE). 3. Assign several students to prepare a ditto master illustrating the different types of ballots. Use make-believe candidates. 4. Distribute a copy to each pupil and discuss how each type functions. 5. Discuss: a. What abuses were common before the use of the Australian Ballot? b. Where did the Australian Ballot get its name? When was it first used in the U.S.? c. What is a "blanket ballot?" d. Why did most politicians prefer the "party column" type of ballot? e. Where and when were voting machines first used? f. Are they tamper proof? What precautions does each party take? (Pollwatchers) 6. Describe and discuss the absentee ballot. What purpose does it serve? 7. From your local newspaper (files) or from the election office obtain a percentage vote for absentee ballots during your last election. a. Help your class prepare a graph to illustrate how each vote counts. b. How could people who will not be present during the election be encouraged to make use of the absentee ballot?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Write a brief paragraph outlining eligibility and procedure for casting absentee ballots. 8. Explain and discuss the term "Freeholder." 9. Discuss: a. What is a "Freeholder Election?" b. What issues are usually reserved for it? c. There is a controversy between "Freeholders" and non-property owners as to the fairness of restricting certain issues to freeholders. What are the pros and cons of this problem? 10. Pupils will write a brief description of each type of ballot that has been discussed.

GOAL: STUDENTS WILL BE ABLE TO DISCUSS CRITICALLY THE VARIOUS ASPECTS OF A POLITICAL CAMPAIGN AND HOW THEY AFFECT THE OUTCOME OF AN ELECTION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VI. CAMPAIGNING FOR OFFICE	A. Pupils will identify and illustrate standard propaganda techniques. B. Pupils will cite evidence to show the impact of news media on political campaigns.	1. Discuss the meaning of the words "propaganda" and "campaign" with your class. Although the words have political implications, point out to your classes the many ways we are exposed to propaganda each day: a. In urging us to buy certain products through advertisements and commercials b. Parents and teachers attempting to influence our ideas c. Our friends trying to get us to think "their way" d. Determine what other forces attempt to influence actions and thinking. 2. Show film <u>Propaganda Techniques</u> (10' BW Dade # 1-00308). 3. Read the section in your text book dealing with propaganda. a. Ask pupils to list the types of propaganda listed in your text and discuss them in class. b. Ask pupils to classify some of the popular T.V. commercials into the above categories. c. Pupils illustrate the techniques by making a brief campaign statement employing each in an example. d. Pupils deliver a campaign speech (in their own behalf) for whatever office they desire. The other students analyze the propaganda techniques employed. i. Television has become an important factor in today's political scene. It has been said that if T.V. had existed a century ago, gangly Abe Lincoln, with his high pitched voice, would never have made the White House.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Discuss: a. In what way do physical attributes sway the T.V. viewer? What segment of viewers might be affected the most? b. What elected officials can the class name whose T.V. image may have had undue influence in winning or losing a political office? 3. Select some magazine articles analyzing the 1960 presidential (Kennedy-Nixon) campaign during which it was said that Kennedy swayed the critical margin of votes during a T.V. debate during which Nixon refused to wear T.V. make-up. 4. Show filmstrip <u>Influencing the Voter</u> (Museum Extension Service). 5. Discuss: a. How is dramatic ability an asset to a candidate? b. Do you think there is a growing tendency by political parties to select more "glamorous" candidates? 6. Explain and discuss the Federal Communication Commission ruling that major candidates must be permitted to buy equal network or station time. 7. Newswriters and T.V. commentators are supposed to report news without "bias or slant." a. How is it possible to slant a news story to one candidate while appearing to be strictly neutral. b. What is the difference between reporting the news and editorializing? c. If the owners of a newspaper or T.V. (or radio) station favor one candidate, how can they help him?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. Select two talented students to deliver campaign speeches in their own behalf. a. Ask the rest of the class to write a news story reporting on their speech, one group to slant their story to one candidate and the other group to the other candidate. b. Compare some of the stories, criticizing any obvious "slanting" (which must be kept very subtle -- and avoided in a real news report). 9. Examine political cartoons in your daily newspaper. Cartoons have strongly influenced the public in political thinking (cite the case of "Boss Tweed" and the role of cartoons by Thomas Edward Nast in eliminating his political machine; also their influence in defeating Nixon in 1960). 10. The Sunday edition of the Miami Herald in its "Viewpoint" section usually reprints some of the best cartoons that have appeared in other newspapers. Examine and discuss them in class. 11. Reprint by ditto (or other process) an editorial that has recently appeared in one of the local papers that reflects party bias. 12. Ask pupils to comment on the following items in writing: a. Towards which party does it slant? b. Explain the meaning of "slant" and "bias" c. How does slanting reflect the policy of the ownership (editorial slanting <u>is</u> permissible) d. Explain the difference between news reporting and editorializing.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. Students will describe the importance of finances on the success of a political campaign.	e. What effect will the article have on the reader? 1. Disseminating propaganda is usually an extremely costly process to each candidate. Ask your students to first estimate, then check on the actual cost of the following: a. A one-page ad in the Miami Herald b. A one-page ad in a national magazine such as <u>Life</u> or <u>Time</u> c. The cost of a one-minute "spot" announcement on a local T.V. station d. The cost of 30 minutes of "prime time" on a local channel e. The cost of 30 minutes of prime network time f. The cost of a billboard 2. Appoint a student committee to investigate the above. Information may be available from any local party headquarters, the Miami Herald or the Public Library. 3. Discuss with your class: a. Is it important for a candidate to be wealthy? b. What is meant by "financial backing?" c. Why do certain factions or industries "back" a candidate for self-interest? 4. Set up a discussion panel to discuss the pros and cons of accepting financial help in an election campaign.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Students will show evidence as to how polls and election forecasts may influence the outcome of an election.	5. Have students write a paragraph describing reasons why it is difficult not to accept financial help when running for office, and pointing out the dangers of being "obligated" to your backer 1. From your school library (periodical) files, bring some articles written by pollsters and forecasters during a previous national election. Clip several current opinion polls from your local newspaper and present them to your class. 2. Discuss the validity of a poll which is judged (and projected) from a sampling. a. How is a "representative sampling" obtained? b. Ask each of your classes to select a controversial question and vote on it (thus acting as a representative sampling). c. Ditto a questionnaire listing all the questions voted on by each class (do not disclose results yet!) d. Compare the vote of the total classes to each previous "sampling." How representative was each sampling in predicting the outcome? e. How do you think the "professionals" go about getting a sampling? 3. Recall the "Bandwagon" technique that was discussed in a previous section on propaganda. 4. Discuss: Since most people naturally want to be on the winning side, how would a voter be affected if he felt that his candidate was going to lose the election?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Assign a report on the dramatic turn of events during the 1948 (Truman-Dewey) election. 6. Select students who will attempt to get an interview with one of the experts on forecasting elections at the University of Miami's Government Department. Students report back to their class. 7. Another group of students may interview the news-director of a local T.V. station in order to get information as to how computerized forecasts are made on the basis of a small voting sample during election returns. Report is made to class. 8. Allow students to voice their opinion in regard to the controversy concerning the banning of election returns from the air-waves until all polls in the nation are closed (Pacific time states report in 3 hours later than Eastern time states). a. What effect may it have on a voter if he hears that his candidate is losing in earlier time-zone states? b. Is it fair to keep election results from the public even though they are available? 9. On the basis of all activities and discussions, ask each student to write a paragraph expressing his opinion on the influence of polls and forecasts on an election.

GOAL: STUDENTS WILL GENERALIZE (FROM AVAILABLE DATA) THE IMPACT OF PERSONAL FACTORS AND EXTRANEOUS VARIABLES ON THE POLITICAL BEHAVIOR OF THE ELECTORATE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VII. QUALIFICATIONS FOR LEADERSHIP	A. Students will show reasons why personality, training and other personal factors will affect the ability of the candidate to fulfill his office.	1. Ask students to make a list of character traits they consider desirable in a leader. 2. Discuss with your classes: a. Are leadership qualities inherited or acquired? b. How can a person develop leadership characteristics? c. What is meant by a person having "charm" and "personality?" d. What is "charisma?" Can it be used in a negative way? e. Is it possible for a person to pretend to have these characteristics? 3. Frequently candidates hire public relations firms to create an "image" for themselves. a. Is it possible for a voter to distinguish between a "true" and "phony" image of a candidate? How? b. What type of situations bring out a person's leadership qualities? c. Can you think of a student in your school that you would say has outstanding leadership qualities? Can you analyze what these qualities are? d. Is leadership ability THE most important prerequisite to holding office? List other qualities in the order of their importance.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Since many voters tend to choose their leaders by some physical attributes or appearance (such as "he has an honest face") or by their ability as a speaker, discuss other criteria an "educated" voter should consider: a. experience b. previous performance c. reputation 5. Too many voters go by other people's recommendations, be it a friend or the endorsement of a newspaper or a public official. Discuss the importance of "checking carefully" into each candidate before making a decision. 6. In an election the incumbent candidate usually holds an advantage over the challenger. Discuss with your classes: a. Why are voters often satisfied with a mediocre person in office rather than take a chance on someone new? b. What "tools" does a person who is already in office have available to him that can give him an advantage over his opponent? 7. People will often pick on one "fault" in the candidate and ignore all other positive aspects. How valid are these reasons for NOT voting for a candidate: a. Race or religion b. Party affiliation c. Divorce or dislike for the candidate's spouse

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Age e. What other factors can you suggest that may prejudice a voter, but really would not affect the candidate's ability? 8. Make a list of at least twenty-five positive, negative and indifferent factors about a make-believe candidate. Ask students to rate these characteristics as positive (plus), negative (minus) or indifferent (zero) on his copy. After students have finished rating each factor, conduct a class discussion and ask them to defend their choices. Example: a. Born in a small town b. Worked his way through school c. Was married twice d. Has four children e. Never married f. War veteran g. College graduate h. Legal training 9. What are the characteristics of a "perfect" Presidential candidate? 1. People who seek political office usually have their personal and often unconscious reasons for doing so. Discuss some of these reasons with your class: a. Trying to "serve" the community, state or nation. (This is the usually reason candidates give!) b. An expression of leadership ability and a desire to seek recognition c. Personal ambition for material gain
	B. Students will attempt to relate a candidate's motives for seeking office to his performance.	

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
C. Students will engage in activities to culminate this unit and evaluate what they have learned.		d. Pushed into candidacy by a group in need of good candidate material e. List and discuss additional reasons 2. As most people run for office for a combination of reasons, some negative, would this necessarily prevent them from doing an adequate job? Discuss this question with your class. 3. Examine the reasons of four of our most recent past-presidents. Each of these men had a different background and was said to have different reasons for seeking the nation's highest office. Have students check into their background and the degree of success they achieved. Your own contribution to the discussion will be most helpful. a. Pres. Dwight D. Eisenhower b. Pres. John F. Kennedy c. Pres. Lyndon B. Johnson d. Pres. Richard Nixon 4. Provide some background material of current or recent presidential candidates. From their background and campaign statements, ask your class to help analyze and ascertain their reasons for seeking office. 1. By this time your students should have gained enough insight into our electoral procedures and have developed the ability to think critically before choosing a candidate and electing him to office. The real test to see how well they have learned their material will come several years from now, when they will be asked to voice their opinions in elections.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Devise a test (including vocabulary) on the material covered. Pupils could be asked to submit objective questions for your use. b. Divide the class into two groups and ask them to go through all the steps from selecting candidates (you can include a primary election), campaign managers, campaign speeches, posters, etc. This activity could stretch over a period of a week or longer. Your classroom should assume the atmosphere of a campaign headquarters. c. Hold a discussion to attempt to bring out the importance of THEIR vote (hopefully now better prepared than preceding generations!) Perhaps you have sparked the desire to run for public office in some future leader in our community or the nation!

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS

Hartley, William H. and Vincent, William S. American Civics. New York: Harcourt, Brace & World, Inc., 1967.
Diamond, Stanley E. and Pflieger, Elmer F. Civics For Citizens. Philadelphia: J. B. Lippincott Co., 1973.

II. ALTERNATE STUDENT AND CLASS MATERIAL

A. TEXTUAL

Ball, Grant T. and Rosch, Lee J. Civics. Chicago: Follett Educational Corp., 1971.
Gross, Richard E. and Devereaux, Vanza. Civics in Action. San Francisco: Field Educational Publications, Inc., 1971.
Goldberg, Daniel. Challenges in Our Changing Urban Society. River Forest, Ill.: Laidlaw Brothers, 1969.
Smith, Harriet F. Your Life As A Citizen. Boston: Ginn and Co., 1970.
Hoopes, Roy. Getting with Politics. New York: Dell Publishing Company, 1968. (Paperback)
Felder, Dell. The Challenge of American Democracy. Boston: Allyn and Bacon, Inc., 1970.
Richards, Iseley and Richards. We The People. Westchester, Illinois: Benefic Press, 1969.

(ALL ABOVE TEXTS ARE ADOPTED BY THE STATE OF FLORIDA.)

B. AUDIO-VISUAL MATERIALS

1. FILMS (ALL AVAILABLE THROUGH DADE COUNTY)

<u>Government</u>	(McGraw-Hill)	11'C	1-00469
<u>Propaganda Techniques</u>	(Coronet)	20'BW	1-00303
<u>Suffragettes Win</u>	(Pathe)	5'BW	1-00377
<u>The True Story of An Election</u>	(Dimension)	30'C	1-30037
	(Dimension)	26'C	1-30039
<u>Making of a President</u>	(Wolper)	45'BW	1-40009
	(Wolper)	40'BW	1-40010
<u>I Have A Dream: The Life of Martin Luther King</u>	(Bailey Films)	35'BW	1-31704
<u>Civil Rights Movement Series:</u>			
<u>Historic Roots</u>	(NBC-EBEC)	16'BW	1-13504
<u>Mississippi Summer Project</u>	(NBC-EBEC)	17'BW	1-13509
<u>The North</u>	(NBC-EBEC)	23'BW	1-31699

<u>The Personal View</u>	(NBC-EBEC)	25'EW	1-31689
<u>The South</u>	(NBC-EBEC)	28'BW	1-31694
<u>The National Politics Series:</u>			
<u>Convention</u>	(EBEC)	BW	None at this time
<u>Election</u>	(EBEC)	BW	(New acquisition)
<u>Primary I</u>	(EBEC)	BW	
<u>Primary II</u>	(EBEC)	BW	

2. FILMSTRIPS

THE FILMSTRIPS LISTED BELOW ARE MENTIONED IN THE PLANS FOR THIS UNIT. IF SOME OF THESE ARE NOT PART OF YOUR SCHOOL'S AUDIO-VISUAL EQUIPMENT, IT IS SUGGESTED THAT YOU PREVIEW OTHERS THAT YOUR SCHOOL MAY HAVE FOR ALTERNATE USE. A WELL-STOCKED FILMSTRIP CABINET IS IMPORTANT TO ANY GOOD SOCIAL STUDIES COURSE.

Influencing the Voter

The Ballot

Political Parties

The People's Choice

Anatomy of U.S. Political Parties (Series of 4)

The Presidential Sweepstakes

A Criticism of the American Political Party System

A Defense of the Two-Party System

Origins of the Two-Party System

The Rise of The Two-Party System

The Beginning of Democracy and Government

The Dawn of Democracy in Ancient Greece

The Rise of Democracy in England

Museum Extension Service
Museum Extension Service
Society for Visual Education (SVE)
Guidance Associates of Pleasantville, N.Y.
Guidance Associates of Pleasantville, N.Y.

New York Times Filmstrip, May 1968 (Record)

Eye Gate House, Inc. (Record)
Eye Gate House, Inc. (Record)
Eye Gate House, Inc. (Record)
Eye Gate House, Inc. (Record)
Eye Gate House, Inc. (Record)
Eye Gate House, Inc. (Record)
Eye Gate House, Inc. (Record)

III. TEACHER REFERENCE MATERIAL

Beard, Mary R. Woman as a Force in History. New York: Macmillan, 1946.
Binkley, Wilfred. American Political Parties. New York: Knopf, 1962. (4th Edition)
Campbell, Angus, et al. The American Voter. New York: Wiley, 1960.
Botter, David. Politicians and What They Do. New York: Franklin Watts, 1960.
Rosenbloom, Eugene. A History of Presidential Elections. New York: Macmillan.
Scammon, R. M. and Wattenberg, B. J. The Real Majority: How the Solid Center of the American Electorate Chooses its President. New York: Cowant, 1970.
Weingast, David. We Elect A President. New York: Messner, 1962.